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BOOK REVIEWS

A Cyclopedia of Education. Edited by PAUL MONROE, with the assistance of Departmental Editors, etc. Vol. I. New York: Macmillan, 1911.

It would be difficult to overestimate the importance of this first *Cyclopedia of Education* in English. This is true either from a consideration of the need of such a work or of the manner in which it is being carried out. The editor, in the preface to the first volume, gives as evidence of the need the "vast and varied character of educational literature," "the growing importance of the school as a social factor," and "the great numerical strength of the teaching profession, and its rapidly changing personnel." The *Cyclopedia* will serve as a unifier of the varied literature, and as an introduction and guide to its further study; it will be a means of acquainting the general public with the school and its problems; and it will prove an indispensable instrument for the advancement of the teachers in their professional equipment.

That the work will be efficiently carried out is guaranteed by the character of its editors. The editor-in-chief, Professor Monroe, is well known as the chief authority in the history of education in America. Each of the departmental editors is well known in his field as may be seen from a glance at their names: Elmer E. Brown, Edward F. Buchner, William H. Burnham, Gabriel Compayré, Ellwood P. Cubberley, John Dewey, Charles H. Judd, Arthur F. Leach, Will S. Monroe, J. E. G. de Montmorency, Wilhelm Münch, David Snedden, Henry Suzzallo, and Foster Watson. These are assisted by over one thousand individual contributors, many of whom are themselves eminent. The general scholarly standing of the work leaves nothing to be desired.

The *Cyclopedia* aims to treat of all of the topics which are in any way connected with education in any of its branches. Topics of historical importance include a discussion of types of schools, such as the Abbey Schools, or individual schools, as Abbotsholme; an account of prominent educators, as Abelard; of educational devices or methods, as the Abacus or the A-B-C method. Besides this, many other topics are treated historically—such, for example, as arithmetic. Another type of topic treats of the philosophy of education, as Adaptation, or of educational psychology, as Attention or Adolescence. Administration is treated in Accredited Schools and similar topics. The use of the book not merely as a work of reference, but also as a collection of systematic treatises on such topics as these, is facilitated by a full system of cross references. This plan is still further carried out by listing the main subtopics under the general topic as a heading. Thus, by turning to the title Administration one is referred to a series of articles which together give a systematic treatment of this subject.

Another type of discussion which is of great value in bringing together a large mass of scattered information is the description of current educational systems and organizations. Thus the education in each country in the civilized world, each state and important city in the United States is presented. Also each prominent university in the world is described. One function of the *Cyclopedia* is to serve as a dictionary of

educational terms, including foreign words. For example, in the first volume are defined *Anschauung*, *Arbiturientenprüfung*, and *Aggregation*. One article which should prove very convenient consists in a list of educational bibliographies under the title *Bibliography*.

The only criticisms to be offered of the work refer to details rather than to its general plan or character. The most obvious type of question in the mind of the reviewer of a cyclopedia is in regard to the proportion in the treatment of various topics. It is recognized also, of course, that this is one of the most difficult problems of the editors on account of the great number and variety of the contributors. A few examples may be given, however, which indicate rather glaring inequality of treatment. Arithmetic, for example, is given four pages, while Archaeology is given eleven pages, School Architecture (together with the allied subject of Blackboards), eighteen pages, and Architectural Education, six pages. Some other contrasts are Apprenticeship and Education, twelve pages, and Aptitude, less than one-half of a page; Athletics, eighteen pages; Backward Pupils, one-sixth of a page; Alcuin, less than one and one-half pages; Chesterfield, three pages. One and one-half pages are given to a historical curiosity, the Boy Bishop. Not only are some of the articles too detailed and technical for their purpose, but some of the bibliographies would be a better guide to the reader of such a work if they were shorter and more selective. For example, the article on Botanical Gardens gives thirty-seven titles in the bibliography and Archaeology sixty-one titles.

The reviewer noticed the omission of three names from the list of contributors: C. S. G., author of *Botanical Gardens*; S. M. L., author of *Childhood*; and A. F. C., author of *Children, Criminality in*. As these cases were discovered at random, there are doubtless others. Only two misprints were noticed. In general, the mechanical features of the book are excellent.

In conclusion, it may be said that no public or educational library can afford to be without this cyclopedia, and everybody in any way connected with education should have it at his disposal.

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